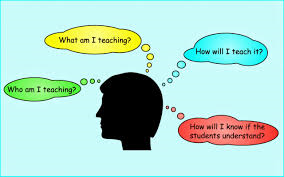
**Lesson Plan Components**

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**Objectives** -What do you want students to know and be able to learn as a result of your lesson? What knowledge, skills, and strategies do you expect students to gain? Are there any relevant connections to other curriculum areas and subject area benchmarks?

**Overview**-A short summary of the lesson or unit including the assignment(s) or expected or possible products

**Essential Questions** -What indispensable question or learning are you addressing? What should students be able to articulate as a result of this lesson? Your essential question should be able to encompass all smaller questions. This is the BIG take away from the entire lesson. (Only ***one to two*** essential questions are necessary?)

**Formative/Summative Assessments** -What will students do or produce to *demonstrate their learning*? How will you assess student progression? How will you assess what they produce or do (Is there a rubric)? How will you differentiate products? How often will students be assessed? *(Assessments must be in alignment with the objective.)*

**Resources** -What tools, tutorials, templates, or assessment rubrics will help students interact with the content?

**Instructional Plan**

**Preparation** What skills or prior knowledge should student possess to ensure that the learning experience is maximized? (What student needs, interests, and prior learning provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

**Management** (How and where will your students work? Classroom, lab, groups, etc?

**Instruction and Activities** (What instructional strategies will you use with this lesson? How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can the technology support your teaching? What engaged and worthwhile learning activities and tasks will your students complete? How will they build knowledge and skills? Will students be expected to collaborate with each other and others? How will you facilitate the collaboration?)

**Differentiation** (How will you differentiate content and process to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What scaffolding strategies will be incorporated to ensure no child is left behind? What assistive technologies will you need to provide?)

**Closure and Reflection** (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be your process for answering the following questions?

**•** Did students find the lesson meaningful and worth completing?

**•** In what ways was this lesson effective?

**•** What went well and why?

**•** What did not go well and why?

**•** How would you teach this lesson differently?

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| --- | --- | --- |
| **Teacher’s Name:** | **Position:** | **School:** |
| **Content Area:** | **Grade Level:** | **Date and Period:** |



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| --- | --- | --- |
| **Standards** | Louisiana State Standard(s) (LSS): | What do students need to know to meet these/this standard? |
| **Lesson Objectives** | Monday:  Tuesday:  Wednesday:  Thursday:  Friday: | |
| **Overview** |  | |
| **Essential Question(s)** |  | |
| **What are students expected to Learn?** |  | |
| **Formative/Summative Assessment(s)** *How will they know they have learned it?* |  | |
| **Resources** |  | |
| **Instructional Plan** |  | |
| **Differentiation Strategies** |  | |
| **Close Out** |  | |
| **How/what do I reteach when proficiency is not obtained?** |  | |